
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0111 - Maya Angelou Elementary School

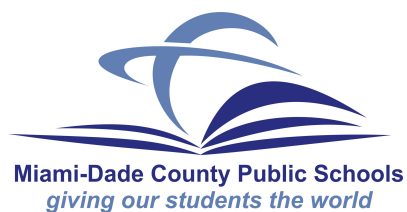
FeederPattern: Miami Jackson Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Linda Whye

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Maya Angelou Elementary School

Maya Angelou Elementary is a Pre-kindergarten through fifth grade school located in Miami, Florida. The student body is predominately Hispanic. Eighty-seven percent of the students are eligible for free or reduced priced meals. In order to meet the needs of our students and community, the Educational Excellence School Advisory Council will address the areas of Faculty and Staff and Performance Results. Priority will be given to ensuring that stakeholders understand the fiscal operations of the school, as well as receive recognition for accomplishments.

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills by a 3 percentage point increase in the number of students scoring at achievement Level 3 on the reading component of the Florida Comprehensive Achievement Test.

1. Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills by a 3 percentage point increase in the number of students scoring at Achievement Level 3 or higher on the 2007 FCAT Mathematics.
2. Given instruction using the Sunshine State Standards, 56 percent of African American will meet AYP.
3. Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficient (LEP) will meet AYP.

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 1 percentage point increase on the 2007 Administration of the FCAT Writing+ Test when compared to the 2006 administration.

Given instruction using the Sunshine State Standards, students in grade 5 will increase their science content knowledge and scientific skills as evidenced by a mean scale score to meet or exceed the District mean scale score in the number of students scoring at FCAT Achievement Level 3 on the 2007 FCAT Science.

Given prior notification in English and Spanish, families will boost attendance at school events as evidenced by a 5 percentage point increase in participation as demonstrated on attendance logs when compared to the 2005-2006 school year.

Given a school-wide concern on discipline and safety, preventive measures will be implemented and monitored as evidenced by a 5 percentage point decrease in the number of suspensions at the school site.

Given training and resources, 95% of the students at Maya Angelou Elementary School will participate in appropriate technologically based activities for the 2006-2007 academic year. The Attendance Log will serve as a means of documenting student participation in the Computer Lab.

Given instruction using the Sunshine State Standards along with the District Physical Fitness Assessment Test, students will demonstrate an annual increase of 2 percentage points in the number of award recipients as measured by the FITNESSGRAM physical fitness assessment test, based on the previous year's percentage of award winners.

Incorporating Sunshine State Standards and district guidelines, a teacher-made inventory test will be used to measure student progress in singing mechanisms. Students will also be evaluated based on their participation in district competitions, school special event programs and seasonal performances. During this school year, the participants are projected to show maturity in personality and music performance and also score 40% or better on this multi-tasked test.

Maya Angelou Elementary School will improve its rating on the State of Florida Return on Investment (ROI) Index publication from the 47th percentile in 2004 to the 48th percentile on the next publication of the index.

These objectives are designed to improved academic achievement for all students for the 2006-2007 school year.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Maya Angelou Elementary School

VISION

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance and respect for humanity are the keys to a successful future.

MISSION

The mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding and fuels the desire for life long learning.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

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We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Maya Angelou Elementary School is a pre-kindergarten through fifth grade elementary controlled School of Choice. Our current enrollment of 700 students represents 84 percent Hispanic, 15 percent African American, one percent White, and 40 percent Limited English Proficient. A great portion of our student body, 90 percent, receives either free or reduced lunch. One hundred six of our students participate in Exceptional Student Education (ESE) programs, including specific learning disabilities, gifted, deaf/hard-of-hearing, speech and language, autism, educable mentally handicapped, and ESE pre-kindergarten. Additionally, we offer an academic excellence and tutorial programs for our students.

Based upon the Organizational Performance Improvement Snapshot Survey, faculty and staff perceive that they may not be recognized for their work. Another result of the survey indicates that the faculty and staff of Maya Angelou Elementary School lack understanding of the fiscal operation of the school.

School Foundation

Leadership:

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 1a, which indicates that most faculty and staff understand the school's mission. Results indicated the weakness is Item 1g, which indicates that school personnel do not always perceive that their opinions are taken into consideration.

District Strategic Planning Alignment:

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 2b, which indicates that the faculty and staff know the organization's plans. Results indicated the weakness is Item 2a, which indicates that the faculty and staff perceive that they lack input into the organization's plans for the future.

Stakeholder Engagement:

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 3a, which indicates that the faculty and staff know who the most important customers are. Results indicated the weakness is Item 3d, which indicates that the faculty and staff do not know if customers are satisfied or dissatisfied with the work of the organization.

Faculty & Staff:

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strength is Item 5e, which indicates that most staff members agree that Maya Angelou Elementary School has a safe work environment. Results indicated the weakness is Item 5d, which indicates that the faculty and staff perceive that they may not be recognized for their work.

Data/Information/Knowledge Management:

The 2006 Organizational Performance Improvement Snapshot Survey reveals that the strengths were Items 4b and 4c, which indicate that the faculty and staff know how to measure and analyze the quality of their work, as well as use the analyses to make decisions. Results indicated the weakness is Item 4f, which indicates that the faculty and staff perceive that they lack the information on how the organization is doing. Faculty and staff at Maya Angelou Elementary School are monitored through PACES, Professional Development Plans (PDP), certification and annual evaluations.

Education Design:

The 2006 Organizational Performance Improvement Snapshot Survey reflects that the faculty and staff members at Maya Angelou Elementary School know how to measure, analyze and modify the quality of their work; have control over their processes; and perceive that the products of their work results as having high quality and excellence. The students at Maya Angelou Elementary School are provided with extended learning opportunities through activities beyond the school day that promote achievement in academic subjects. Before/after school tutorials are offered to assist students who need remediation within the core subject areas. Teachers target the students' deficiencies and work on strategies to enhance their skills within these areas. A before and after school Academic Excellence

Program is offered to foster higher order critical thinking skills. The 8-Step Continuous Improvement Model is utilized to promote data-driven decision-making.

Performance Results:

The 2006 Organizational Performance Improvement Snapshot Survey reveals that in the area of Performance/Business strengths were Items 7b and 7g. Stakeholders overwhelmingly perceive the organization as having high standards and ethics, as well as one that meets standards for high quality. Results indicated the weakness is Item 7c, which indicates that the faculty and staff of Maya Angelou Elementary School lack understanding of the fiscal operation of the school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Maya Angelou Elementary School participates in the annual Teacher Fair as well as collaborates with local university teacher pre-service programs to recruit student interns that may be hired in the future. In order to retain the highly qualified faculty, the school supports its teachers by providing staff development and opportunities for professional growth.

• Highly Qualified, Certified Administrators:

Linda C. Whye, Principal: Linda C. Whye has held several positions working in schools with high concentrations of economically-disadvantaged students. In addition to being a classroom teacher, Dr. Whye has served in the capacity of Reading Resource Teacher, Title I Coordinator, District Title I Reading Supervisor, and Assistant Principal. She has presented workshops at both the Florida Reading Association and the International Reading Association conventions. She currently has memberships with the International Reading Association and the National Association of Elementary School Principals.

During her ten years as an elementary school principal, Dr. Whye has led two schools on their growth towards achievement on the Florida Comprehensive Assessment Test (FCAT). Increased achievement on the FCAT can be attributed to grade level long-range planning and monthly assessments. Data analysis was then used to help guide instruction. She initiated the adoption of the Calvert School curriculum for the grades K-2. She has served on several district committees including the Title 1 Joint Task Force and as an assessor for administrative applicants. Dr. Whye has completed her doctoral studies at Barry University.

Maria D. Garcia, Assistant Principal, has worked for the Miami-Dade County Public School System for more than twelve years. In her experience, she has worked in several schools with a high concentration of economically disadvantaged students. Ms. Garcia has worked in a variety of settings as she was a classroom teacher and a Technology Coordinator. In her experience as a Technology Coordinator, she was highly trained in several technology programs that helped increase academic achievement. These programs include Fast Forward, Compass Learning, Assess2Learn, FCAT Explorer, Brainchild and Accelerated Reader.

As an Assistant Principal, Ms. Garcia has diligently worked with curriculum and the implementation of all instructional programs. She closely works with all grade-levels to analyze data and track student progress. She provides opportunities for staff members to participate in professional growth experiences, emphasizing the accommodation for LEP and ESE students. Finally, Ms. Garcia assists teachers in identifying students with significant academic deficiencies and helps teachers to develop appropriate interventions.

• Teacher Mentoring:

Maya Angelou Elementary School addresses mentoring as set forth in the District's PACES Manual. New teachers are paired with experienced teachers, as well as with a Professional Growth Team. The Professional Growth Team allows for mentor teachers to meet with new teachers to assist them with lesson planning and instructional strategies in order to ensure a successful year.

Maya Angelou Elementary School's teachers are continuing participants of the University of Florida Lastinger Center Teacher Fellowship Program. The goal of the Lastinger Center is to create a learning community, facilitate professional development, share best practices and foster collegial conversations about student achievement. The principal will join other principals within the State of Florida as a participant in the Principal Fellowship Program.

Maya Angelou Elementary School utilizes a team of resource teachers to enhance teacher instruction. The teachers guide instruction through demonstrations and model lessons, participate in in-house staff development, and assist in the creation and monitoring of the monthly assessments and district-mandated assessments. The Reading Coaches and the Mathematics Coach also monitor and assist in data analysis.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Maya Angelou Elementary School fosters an environment that supports the school's vision and mission. The council accomplishes this by collaborating with site leadership, parents, teachers and community representatives through an open forum every third Wednesday of each month. Progress of the School Improvement Plan (SIP) goals, as well as available human and fiscal resources, are discussed and analyzed in order to facilitate student achievement. Recommendations are made in keeping with the Plan-Do-Check-Act cycle of the Continuous Improvement Model.

• Extended Learning Opportunities

Maya Angelou Elementary School provides a before, during and after school tutorial program for students in grades 3-5 who need additional assistance in reading, writing and mathematics from September to March. There is also a before and after school Academic Excellence Program with a focus on journalism, drama and geography.

Tutorial services are also available for qualifying students in grades Kindergarten through Fifth.

• School Wide Improvement Model

Maya Angelou Elementary School has embraced the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model successfully implemented fully by the Brazensport School District in Texas. Using this model, pacing guides, as well as Weekly Grade Level Meetings are conducted with Kindergarten through fifth grade teachers.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

The students will demonstrate the required state mastery level in reading.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 63 percent of third grade students, 75 percent of fourth grade students and 48 percent of fifth grade students scored at or above FCAT Achievement Level 3. This demonstrated an increase of 14 percentage points for third grade, an increase of 31 percentage points for fourth grade students and a decrease of 9 percentage points for fifth grade students as compared to scores of the 2006 administration. Scores indicate that 23 percent of SWD students in grades 3 through 5 have scored at or above FCAT Achievement Level 3, an increase of 13 percentage points as compared to the scores of the 2006 administration. Fifty-eight percent of LEP students scored at or above FCAT Achievement Level 3, an increase of 19 percentage points as compared to the scores of the 2006 administration. Students performance on the 2006 FCAT Reading subtest indicates that 37 percent of students in grade 3, 25 percent of students in grade 4, and 52 percent of students in grade 5 scored below FCAT Achievement Level 3. Scores indicate that 77 percent of SWD students in grades 3 through 5 have scored below FCAT Achievement Level 3. Scores of the 2006 FCAT indicate that 42 percent of LEP students in grades 3 through 5 have scored below Achievement Level 3. The low performing areas for grades 3 through 5 were Words/Phrases and Reference/Research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their reading skills by a 3 percentage point increase in the number of students scoring at achievement Level 3 on the reading component of the Florida Comprehensive Achievement Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development opportunities for teachers through modeling of lessons and training on current reading trends and concepts that directly impact student learning.	Principal, Assistant Principal, Reading Coaches	8/14/06	5/30/07	Mentoring Opportunities	\$0.00
Utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to improve intervention for struggling readers in grades K-3 and fourth and fifth grade students identified as scoring at Achievement Levels 1 and 2.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Develop and implement a timeline scope and sequence identifying benchmarks for each skill area. Monitor improvement monthly using teacher-generated assessments and results.	Principal, Assistant Principal, Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct grade level meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps and share best practices.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Increase reading skills and monitor student progress through the use of individualized instruction, utilizing NCS Learn's Integrated Learning System, SuccessMaker and Accelerated Reader.	Principal, Assistant Principal, Reading Coaches, Technology Facilitator, Media Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$5000.00
Provide a before and after school tutorial program that will provide remedial assistance targeting students identified as scoring at Achievement Levels 1 and 2 as well as LEP and SWD students.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/06	2/24/07	Continuous Improvement Model	\$10000.00

Research-Based Programs

The core reading program used at Maya Angelou Elementary School is Houghton Mifflin. Additional supplemental resources that support the reading program are SuccessMaker, Voyager, Soar to Success and Early Success.

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Comprehensive Research-based Reading Plan, Best Practices in Reading, DIBELS, CRISS, 8-Step Continuous Improvement Model, Houghton Mifflin, SuccessMaker, Snapshot, Diagnostic Assessments of Reading (DAR), Voyager, Soar to Success and Early Success.

Evaluation

Ongoing monitoring of achievement will be evaluated and analyzed using the results from the 2007 FCAT administration, Bi-weekly Assessment reports, DIBELS, Accelerated Reader, the District Interim Assessments and SuccessMaker.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

The students will demonstrate the required state mastery level in mathematics.

Needs Assessment

The analysis of student performance on the 2006 FCAT Mathematics subtest indicates that 58 percent of third grade students, 66 percent of fourth grade students and 29 percent of fifth grade students scored at or above FCAT Achievement Level 3. This demonstrated an increase of 12 percentage points for third grade students; a 15 percentage point increase for fourth grade students; and a 28 percentage point decrease for fifth grade students as compared to the scores of the 2005 administration. Scores indicate that 20 percent of SWD in grades 3 through 5 have scored at or above FCAT Achievement Level 3, an increase of 3 percentage points as compared to the scores of the 2005 administration. Forty-six percent of LEP students scored at or above FCAT Achievement Level 3, an increase of 7 percentage points as compared to scores of the 2005 administration. LEP students' scores were 4 percentage points short of Adequate Yearly Progress (AYP). Student performance on the 2006 FCAT Mathematics subtest indicates that 42 percent of students in grade 3, 34 percent of students in grade 4, and 71 percent of students in grade 5 scored below FCAT Achievement Level 3. Scores indicate that 80 percent of SWD in grades 3 through 5 have scored below FCAT Achievement Level 3. Forty-two percent of African-American students scored Achievement Level 3 or above, 8 percentage points short of meeting AYP. The low performing area for third grade was geometry; Fourth grade students performed poorly on geometry and algebraic thinking. The areas of greatest weakness found on fifth grade results were Number Sense, Measurement, Algebraic Thinking and Data Analysis. Scores on the 2006 FCAT indicate that 54 percent of LEP students in grades 3 through 5 have scored below FCAT Achievement Level 3. Students require remediation on all of the tested benchmarks and strands of greatest weaknesses. Deficiencies were found in four out of five strands. The following areas earned 4 points: Number

Sense, Measurement, Algebraic Thinking and Data Analysis. Based on this information, the following needs have been prioritized for the 2006-2007 school year: 1) On-going professional development for teachers in mathematics, 2) Implementation of district-wide mathematics pacing guide for kindergarten through fifth grade, and 3) Utilization of a variety of materials that foster higher order critical thinking skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

1. Given instruction using the Sunshine State Standards, students in grades 3 through 5 will improve their mathematics skills by a 3 percentage point increase in the number of students scoring at Achievement Level 3 or higher on the 2007 FCAT Mathematics.
2. Given instruction using the Sunshine State Standards, 56 percent of African American will meet AYP.
3. Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficient (LEP) will meet AYP.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development opportunities for teachers through modeling of lessons and training on current math trends and concepts that directly impact student learning.	Principal, Assistant Principal, Math Coach, Teachers	08/14/06	05/30/07	Mentoring Opportunities	\$10000.00
Identify the mathematics levels of Limited English Proficient and African-American students to provide a school tutorial program to increase student achievement. The remedial assistance will target students who are identified scoring Achievement Levels 1 and 2.	Principal, Assistant Principal	08/14/06	03/31/07	Continuous Improvement Model	\$5000.00
Increase mathematics skills and monitor all students' progress through the use of individualized instruction utilizing NCS Learn's Integrated Learning System, SuccessMaker.	Principal, Assistant Principal, Technology Specialist	08/04/06	5/30/07	Continuous Improvement Model	\$10000.00
Monitor student improvement through monthly Mathematic Assessments. Conduct grade level meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps and share best practices	Principal, Assistant Principal, Math Coach, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the District-wide scope and sequence to assist teachers in pacing and covering all necessary benchmarks. The pacing guide will ensure efficient time management to maximize instructional delivery of the content.	Principal, Assistant Principal, Math Coach	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

The core mathematics program used at Maya Angelou Elementary School is Harcourt-Brace. An additional supplement resource that supports the program is SuccessMaker.

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: FCAT Explorer, Implementing Pacing Guide, SuccessMaker, Snapshot, Continuous Improvement Model, Making Algebra Child's Play - Hands on Equations Workshop (3-5) and Make Math "Easy to Do" in (Kindergarten-2nd grade).

Evaluation

On-going monitoring of achievement will be evaluated and analyzed using the results from the 2007 FCAT Administration, monthly Mathematics Assessments and District Interim Assessments.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

The fourth grade students will demonstrate the required state mastery level on the FCAT Writing+ Test.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that 85 percent of the fourth grade students scored at or above FCAT Achievement Level 3.5. Scores of the FCAT Narrative and Expository Test indicate that students demonstrated achievement by scoring an average of 3.6 in the Narrative Writing and 3.9 in the Expository Writing. The students met the State level requirement needed for both Narrative and Expository Writing on the FCAT Writing+ Test. Scoring a 4.0 in both Narrative and Expository Writing will continue to be the focus of teacher instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 1 percentage point increase on the 2007 Administration of the FCAT Writing+ Test when compared to the 2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop writing skills and knowledge of key components to successful writing through the use of FCAT Performance Task scoring for fourth grade students.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide professional development opportunities for teachers through modeling of lessons and training on successful writing practices.	Principal, Assistant Principal, Reading Coaches	8/14/06	5/30/07	Mentoring Opportunities	\$3000.00
Develop writing skills through a variety of methods including monthly writing prompts, journal writing, creative writing, modeling of writing process, writing across the curriculum, peer editing, conferencing, and shared writing.	Principal, Assistant Principal, Reading Coaches, teachers, students	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Use of state scored prompts in order to demonstrate to students how the rubric is used.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify writing levels of all students and establish a school tutorial program for selected students including specific subgroups in order to increase student achievement.	Principal, Assistant Principal, Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

The writing program at Maya Angelou Elementary is based on the Houghton Mifflin Writing Workshop.

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Zelda Glazer Writing Institute, Writing Across the Curriculum, Project CRISS, Houghton Mifflin Writing training, Melissa Forney's Florida Writes Amazing Race: Becoming the BEST Writing Teacher and Region Curriculum Support Training

Evaluation

Scores from the District Pre and Post Writing Tests and the 2007 FCAT Writing+ results will be utilized.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Fifth grade students will increase their science content knowledge and scientific skills as evidenced by scores meeting the State and/or the District average.

Needs Assessment

The analysis of student performance on the 2006 FCAT Science subtest indicated the following trends: fifth grade students demonstrated a mean scale score of 243, decreasing 15 points over the scores of the 2005 administration. The scores of the 2006 FCAT Science Test need to improve by 56 points in order to meet the State average score of 299. Fifth grade students received an average score of 5 in the area of Physical & Chemical, 2 points lower than the average score for the State. Fifth grade students received an average score of 4 in the area of Earth and Space, 2 points lower than the average score for the District and 3 points lower for the State's mean score. Life and Environmental needs to improve by 2 points in order to meet the District average score of 7. Fifth grade students received an average score of 5 in the area of Scientific Thinking, 1 point lower than the District and 2 points lower for the State's average. Based on this data, the following needs have been prioritized for the 2006-2007 school year: 1) Professional development using Full Option Science System (FOSS) for all teachers in science, 2) Systematic integration of district-wide pacing guide for the science curriculum. 3) Full implementation of a hands-on science lab for fifth grade students, and 4) Continuous availability of school-based resources for inquiry-based investigations and 5) Monthly Kindergarten through Fifth Grade Workshops geared at teaching various hands-on science activities in order to prepare students to score Achievement Level 3 or above.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will increase their science content knowledge and scientific skills as evidenced by a mean scale score to meet or exceed the District mean scale score in the number of students scoring at FCAT Achievement Level 3 on the 2007 FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop assessments that are driven by the pacing guides, and utilize results as a tool to analyze progress in order to guide instruction.	Principal, Assistant Principal, Math Coach	8/14/06	5/30/07	Continuous Improvement Model	\$2000.00
Conduct hands on scientific explorations using inquiry based thinking skills for grades K-5th classes.	Principal, Assistant Principal, Math Coach, teachers	08/14/06	05/30/07	Small Learning Communities	\$0.00
Integrate the Mathematics and Science curricula by ordering supplies to ensure efficient use of classroom teaching to maximize instructional delivery of the content.	Principal, Assistant Principal, Math Coach, teachers	8/14/06	5/30/07	Continuous Improvement Model	\$5000.00

Research-Based Programs

The core science program used at Maya Angelou Elementary School is McGraw-Hill. Full Option Science System (FOSS) is used as a supplemental resource.

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: FOSS Workshops and District Workshops

Evaluation

On going monitoring of achievement will be evaluated using site-authored assessments, as well as the results of the 2007 FCAT Science Administration.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The parental involvement goal for Maya Angelou Elementary School is to increase family participation in school-wide activities.

Needs Assessment

A study of family participation levels at school-sponsored activities at Maya Angelou Elementary School reveals that while parent participation at events such as student performances, Student of the Month breakfasts and Awards Assemblies is high, other events such as family workshops and PTA meetings exhibit an average of twenty parents. In an attempt to reverse this trend, we have determined that our needs for this school year include motivating parents to take part in school-sponsored events, improving parents' understanding of grade level expectations and providing support for our Community Involvement Specialist to help foster and support parent involvement. Our school goal is to increase parental involvement by 5 percent.

Measurable Objective

Given prior notification in English and Spanish, families will boost attendance at school events as evidenced by a 5 percentage point increase in participation as demonstrated on attendance logs when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Survey families to determine interests/needs.	Principal, Assistant Principal, CIS	10/2/2006	10/31/2006	Small Learning Communities	\$0.00
Recruit volunteers to assist in the school.	Principal, Assistant Principal, Counselor	9/20/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide child care at family workshops.	Principal, Assistant Principal, CIS	9/20/2006	5/30/2007	Small Learning Communities	\$0.00
Provide family workshops on academics.	Principal, Assistant Principal, CIS, Counselor	10/2/2006	5/30/2007	Continuous Improvement Model	\$5000.00

Research-Based Programs

The parental involvement component of the School Improvement Plan involves the National PTA Standards.

Professional Development

The following professional development opportunities will be provided: Monthly Title I Community Involvement Workshops and monthly EESAC meetings.

Evaluation

Use workshop attendance rosters, CIS Records and EESAC attendance rosters to compare family participation across consecutive school years

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Improve safety and promote a non-disruptive educational environment for our school.

Needs Assessment

The results from the School Climate Survey indicate safety and security as a concern. Preventive measures need to be followed by all stakeholders to ensure the building is secure and students are safe at all times. Many stakeholders feel that children are not safe in our school. Discipline and safety issues throughout the building are impacting the learning environment. The Code of Student Conduct is not being followed by students. An analysis of suspension trends and the number of Student Case Management referrals entered in the computer has increased by 15 percentage points from the previous year.

Measurable Objective

Given a school-wide concern on discipline and safety, preventive measures will be implemented and monitored as evidenced by a 5 percentage point decrease in the number of suspensions at the school site.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide discipline plan to address issues in the cafeteria, classroom, and at dismissal time.	Principal, Assistant Principal	10/2/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement programs such as Character Education, Walksafe Program, Proudly Infusing Non-violence, Anti-Bullying and HIV Awareness throughout the yearly curriculum.	Principal, Assistant Principal, Counselor, K-5 Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement a school security plan with guidelines for all staff members to adhere to on a daily basis.	Principal, Assistant Principal	9/4/2006	5/30/2007	Continuous Improvement Model	\$0.00
Create a Critical Incident Plan to assist the school team members to respond and deal with emergency situations at school.	Principal, Assistant Principal	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Engage in a partnership with the police department and other agencies to speak to the students about safety.	Principal, Assistant Principal, Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide a workshop to familiarize parents with the Code of Student Conduct and discuss topics related to a non-violent environment.	Principal, Assistant Principal, Counselor, CIS	9/4/2006	5/30/2007	Continuous Improvement Model	\$500.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Workshops on Classroom Management

Evaluation

The success of this goal will be evaluated by the results of Suspension Reports, Critical Incident Reports, and Student Case Management Referrals, Summary report of School Climate Survey, and results of School Assessment Needs.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

The faculty of Maya Angelou Elementary School will facilitate the integration of technology into the curriculum and school administration. Teachers will become skilled and knowledgeable in the application of Technology for the classroom. Technology will be a part of daily student learning. Our technology specialist and our teachers are a vital part of this support system. This technology support falls into three categories: Technology Maintenance, Curriculum Support, and Administration of Technology Issues. In order to enhance teacher effectiveness, student achievement, and instructional management, Maya Angelou Elementary School will make available key technological equipment and staff training.

Needs Assessment

In the changing global economy that exists in our world today, computers and other technological equipment is being used more frequently than ever before. Maya Angelou Elementary School in anticipation of regular use of technology in homes, schools, and businesses, has endeavored to train teachers in the use of various types of technological equipment so that skills and knowledge of computer applications can be acquired and utilized on a daily basis. Student participation shall include on-grade-level instruction and activities to attain higher levels of achievement in all content areas.

Measurable Objective

Given training and resources, 95% of the students at Maya Angelou Elementary School will participate in appropriate technologically based activities for the 2006-2007 academic year. The Attendance Log will serve as a means of documenting student participation in the Computer Lab.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase additional computers and laptops.	Principal	8/14/06	5/30/07	Continuous Improvement Model	\$50000.00
Continue to support the faculty and monitor the progress of equipment check-out.	Principal, Assistant Principal, Technology Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Make available technological equipment (i.e. calculators, overhead projectors, digital microscopes, digital cameras, scanners, TV/VCR's, laser printers, etc.)	Principal, Assistant Principal, Technology Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Train the faculty of Maya Angelou Elementary School in using equipment to enhance student activities.	Principal, Assistant Principal, Technology Specialist, Math Coach	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide access to computers in every classroom for students and teachers.	Principal, Assistant Principal, Technology Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide software that can be used to enhance instruction and practice in mastering state standards and benchmarks.	Principal, Assistant Principal, Technology Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$2000.00

Research-Based Programs

Not Applicable

Professional Development

Faculty and staff will receive in-house training on how to utilize and effectively implement numerous technology based activities. In order to assist in improving student performance, teachers will have access to curricular materials and resources that support the use of technology in teaching, learning, and instructional management.

Evaluation

The evaluation will be based on the number of students who visit the Computer Lab. An Attendance Log will serve as the primary means of documenting the percentage of students who utilize various stations in the Lab.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

It is the goal of the physical education program to provide students with educational opportunities to participate in physically active programs and health programs which will enhance positive attitudes toward personal involvement in a continued physically active and healthy lifestyle. Through participation, students' interest for proper fitness and overall wellness will develop. In Physical Education, the students of Maya Angelou Elementary School will acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Students will become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

Needs Assessment

Physical education provides students with the opportunity to become physically fit through various activities that include cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition. Results from the previous year's percent of physical fitness award winners indicate that 30 percent of students in fourth and fifth grades received a gold medal and 47 percent of students received a silver medal.

Measurable Objective

Given instruction using the Sunshine State Standards along with the District Physical Fitness Assessment Test, students will demonstrate an annual increase of 2 percentage points in the number of award recipients as measured by the FITNESSGRAM physical fitness assessment test, based on the previous year's percentage of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disseminate information to parents on nutrition, importance of physical activity, and healthy living.	Principal, Assistant Principal, PE Teachers, CIS	10/2/2006	5/30/2007	Community Partnerships	\$0.00
Provide grade-level appropriate activities on nutrition and healthy living in the physical education program.	Principal, Assistant Principal, PE Teachers	10/2/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer FITNESSGRAM test to students in grades four and five.	Principal, Assistant Principal, PE Teachers	10/2/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide opportunities for students to display skills learned during the school year. (Field Day)	Principal, Assistant Principal, PE Teachers	4/1/07	4/30/07	Continuous Improvement Model	\$0.00
Provide professional development for teachers on incorporating healthy living, and the importance of nutrition and physical activity to ensure proper growth and body maintenance.	Principal, Assistant Principal, PE Teachers	10/2/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities will be provided for the staff of Maya Angelou Elementary: Division of Life Skills bi-weekly workshops, FITNESSGRAM and activities workshop, and Fit to Achieve culminating assembly.

Evaluation

The 2006-2007 administration of the FITNESSGRAM assessment will serve as the evaluative tool in determining if the objective was met.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

The goal of special area is to increase student knowledge of the technical skills in singing by establishing a school chorus. The ensemble will provide opportunities for its members to develop their proficiency in performance in school tasks and county-wide competitions.

Needs Assessment

It is evident that a choral music program at Maya Angelou Elementary School benefits students by improving their knowledge and practice of musical skills via a performance environment. The ensemble will provide opportunities for its members to develop their proficiency in performance in school tasks and county-wide competitions. Besides technical skills, the programs will emphasize critical thinking skills and promote self-confidence. It will focus on motivating the students to personal successes while stressing discipline, self-control and teamwork, areas which will also positively impact student academic achievement.

Measurable Objective

Incorporating Sunshine State Standards and district guidelines, a teacher-made inventory test will be used to measure student progress in singing mechanisms. Students will also be evaluated based on their participation in district competitions, school special event programs and seasonal performances. During this school year, the participants are projected to show maturity in personality and music performance and also score 40% or better on this multi-tasked test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Audition and select students for the chorus program.	Principal, Assistant Principal, Music Teachers	10/2/06	5/30/07	Expanding arts opportunities	\$0.00
Provide professional development opportunities for the music teachers.	Principal, Assistant Principal, Music Teachers	10/2/06	5/30/07	Mentoring Opportunities	\$1000.00
Provide funding for a teacher to implement the program.	Principal	10/2/06	5/30/07	Expanding arts opportunities	\$1000.00
Seek opportunities for student performances.	Principal, Assistant Principal, Music Teachers	10/2/06	5/30/07	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Teachers will have the opportunity to attend workshops sponsored by the District in various areas such as choral conducting, opera and performance styles. They will also attend workshops at national conferences and conventions like FMEA, ACDA, and MENC.

Evaluation

A teacher-made inventory test will be used to measure student's progress in singing mechanisms. Evaluation of choir members will be a continuous process. Each student's evaluation will be based on the child's performance capabilities, tone quality, ability to carry his or her own part on the musical score and blend and balance with other singers. Their participation in different activities in the school and throughout the county will be included in their assessment.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Maya Angelou Elementary School will rank at or above the 48th percentile state-wide in the Return on Investment, ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004, Maya Angelou Elementary School ranked at the 47th percentile on the State of Florida ROI Index.

Measurable Objective

Maya Angelou Elementary School will improve its rating on the State of Florida Return on Investment (ROI) Index publication from the 47th percentile in 2004 to the 48th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Collaborate with the District on resource allocation.	Principal, Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI Index publication, Maya Angelou Elementary School will rank at or above the 48th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The Maya Angelou Elementary School EESAC allocated funds to support the objectives of the School Improvement Plan.

Training:

Members of The Maya Angelou Elementary School EESAC are notified of training made available through the District. In addition, members are given access to materials made available through the State of Florida.

Instructional Materials:

The Maya Angelou Elementary School EESAC reviews instructional materials for purchase with EESAC funds.

Technology:

The Maya Angelou Elementary School EESAC reviewed technology available in the school and its usage by students and staff.

Staffing:

The Maya Angelou Elementary School EESAC reviewed staff positions as specified in the School Improvement Plan.

Student Support Services:

The Maya Angelou Elementary School EESAC reviewed student support needs of the school. The EESAC solicited input from parents, students, community and staff as to the needs of our student body.

Other Matters of Resource Allocation:

The Maya Angelou Elementary School EESAC has consistently been made aware of all school resources as they pertain to the school's curriculum and School Improvement Plan.

Benchmarking:

Data from monthly assessments administered to students in grades 3-5 are reviewed by The Maya Angelou Elementary School EESAC.

School Safety & Discipline:

The Maya Angelou Elementary School EESAC has made safety and discipline one of its priorities for the 2006-2007 year and has an established goal in the School Improvement Plan for reducing suspensions.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$25,000.00
Goal 3: Writing	\$3,000.00
Goal 4: Science	\$7,000.00
Goal 5: Parental Involvement	\$5,000.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$52,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$109,500.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent